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ABSTRACT

This manual is intended for people who are preparing to work with older American Indians with visual impairments and who have limited or no training in this area. Emphasis is on basic orientation and mobility skills and daily living skills. Preliminary information covers the following: the eye, definitions, the visually impaired population, and principles of courtesy. The first section deals with orientation/mobility techniques by which a person who is visually impaired travels with a sighted person. These include: gripping a guide, positioning, turning with a guide, signaling for narrow passageways, switching hands, going through doors, stairs, stepping off curbs, walking over uneven surfaces, forearm protective technique, trailing, squaring off, seating, and use of landmarks. The second section provides instruction on daily living skills, including: finding dropped objects, paper money organization, coin identification, using dial and push-button telephones, exploring table tops, food identification, pouring liquids, using a knife, labeling containers, labeling dials, telling time, use of writing guides, washing dishes, and sweeping a floor. Appendices provide information on orientation/mobility evaluation and independent living skills assessment, and forms for applying for various special services. A list of catalogs and agencies serving blind individuals (in Arizona) is attached. (DB)

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ED 397 602

Training Program for Individuals Working With Older American Indians Who Are Blind and Visually Impaired

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TRAINING MANUAL

for

TRAINING PROGRAM for INDIVIDUALS WORKING WITH OLDER AMERICAN INDIANS WHO ARE BLIND or VISUALLY IMPAIRED

co-authors:

Keith White, Ed.D.
Kathy Carlise, B.S.
Darlene Phillips

April 2, 1991

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Sensory Services is a unit within the Institute for Human Development at Northern Arizona University. Sensory Services has contracts to provide orientation/mobility and daily living skills to vocational rehabilitation clients and people who are elderly and visually impaired who reside in Northern Arizona. Both projects are funded by the Arizona Department of Economic Security, Services for the Blind and Visually Impaired.

The Institute for Human Development is an interdisciplinary facility working with both children and adults. The mission of the Institute is to enable and to build the capacity of service systems that serve people with disabilities through the provision of technical assistance, training and applied research.

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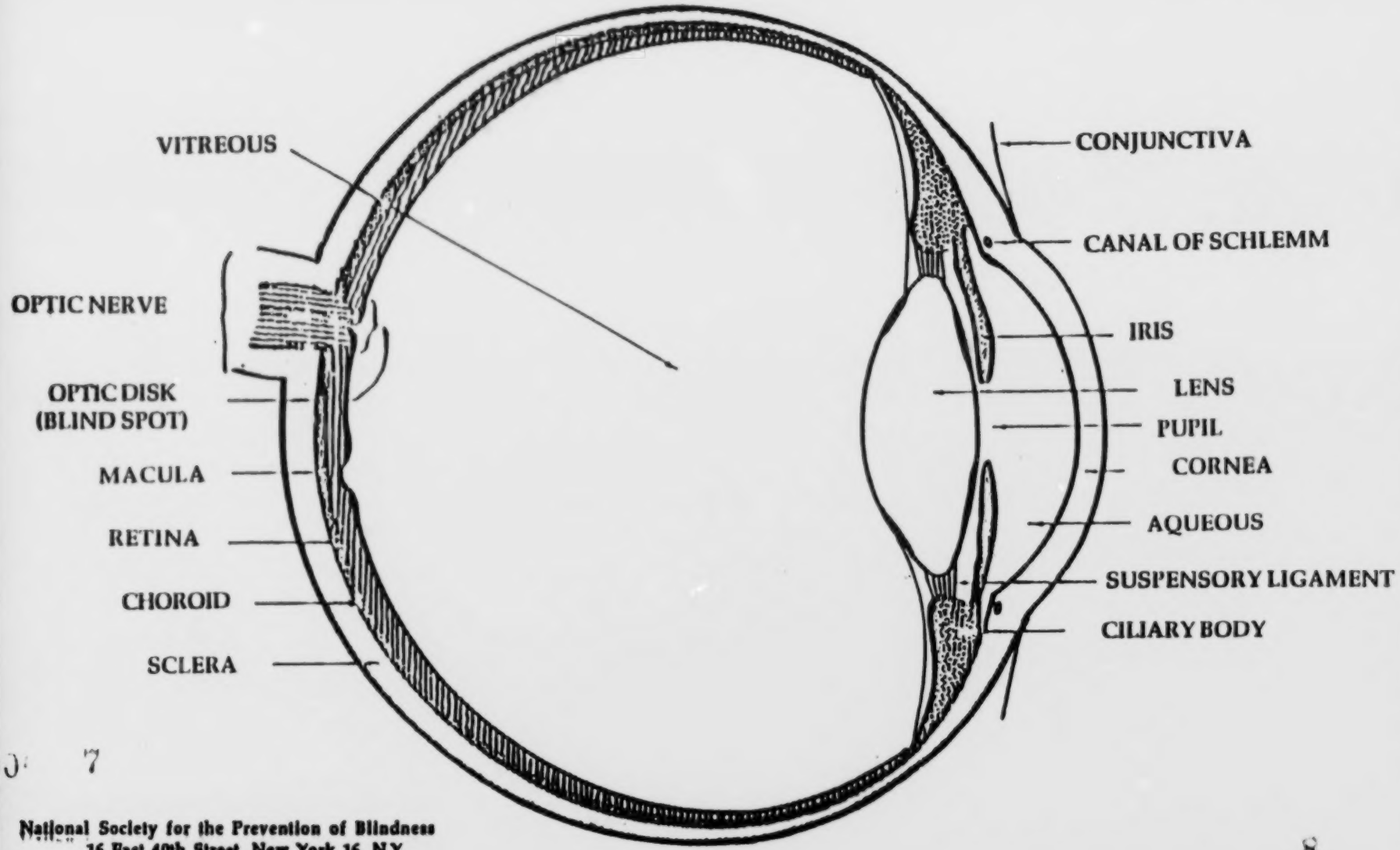
HORIZONTAL SECTION OF A RIGHT EYEBALL



National Society for the Prevention of Blindness
16 East 40th Street, New York 16, N.Y.
Member of the National Health Council

DEFINITIONS OF THE EYE

Aqueous Humor - is a clear, watery fluid which lies just behind the cornea. The aqueous fluid is continuously produced by the ciliary body and is drained out by the ***canal*** of ***schlemm***. The ***aqueous*** brings nutrients to the back surface of the cornea and lens and removes the waste products.

Choroid - is the vascular layer between the sclera and the retina. It contains many blood vessels and furnishes nourishment to other parts of the eye.

Ciliary Body - is a muscular structure which lies between the iris and the choroid. It produces aqueous fluid and with ***ciliary muscle*** focuses the lens.

Conjuntiva - is a thin transparent mucous membrane which covers the inside of the eyelid and sclera. It produces mucous cells to keep the cornea moist and provides protection for the eye.

Cornea - is the outer, transparent clear part of the eye. It is a stronger converging agent than the lens and with the lens focuses the light on the retina.

Crystalline Lens - is a transparent, colorless body suspended behind the iris by fibers that connect it to the ciliary body. Its function is to focus light rays on the retina.

Fovea - it is the part of the macula where the most acute vision takes place. The fovea is the small depression in the retina.

Iris - it is the circular, colored part of the eye. The iris regulates the amount of light entering the eye by changing the size of the pupil.

Definition of the Eye
Page Two

Macula Area - is the small area of the retina that surrounds the fovea and makes up the area of distinct vision.

Optic Disk - is at the head of the optic nerve. A blind spot is here.

Optic Nerve - carries the messages from the eye to the brain.

Pupil - is the circular opening in the iris through which light enters the eye.

Retina - contains the cells and nerve fibers that respond to visual stimuli by photochemical reaction. It is connected with the optic nerve.

Sclera - is the external white tough protective outermost coating which encloses the eyeball except the cornea.

Vitreous Humor - is a clear gelatinous body of material that fills the eyeball behind the lens. It helps maintain the transparency and shape of the eye.

Source used: Randall T. Jose, Understanding Low Vision, 1983.

def/eye
3/5/91

Introduction

Who Are the Visually Impaired

Most people tend to think of blindness as complete darkness, a total lack of sight. However, definitions of blindness do vary. The most common definition used by state agencies serving the "blind" is anyone whose visual impairment is 20/200 or worse in the better eye and cannot be improved with corrective lenses, or anyone having a visual field of 20 degrees or less. Therefore, the majority (about 80%) of the people who are "legally blind" have usable sight.

THE MANUAL

This Manual was prepared specifically for people who have limited or no training in working with people who are visually impaired. Please note that this manual is not intended to provide all of the adaptive techniques that professionals use when instructing people in training. Because there are a wide variety of eye conditions and degrees of visual impairments, coupled with personal preferences, motivation and desire to learn adaptive techniques, some people, who are visually impaired, may not want to learn or need to be taught all of the techniques shown in this Manual.

Please keep in mind that the people you are working with may already have developed techniques to deal with their daily living needs. Treat the person who is visually impaired as you would want to be treated. Other common courtesies include:

* Identify yourself when coming up to or speaking to a person with a visual impairment;
* There is no need to speak louder than you normally do;
* Tell the person you are leaving;
* It is okay to use words like "look" or "see";
* Ask the person if it is okay to assist him/her before doing so;
* Do not pity or talk down to a person with a visual impairment;
* Talk directly to the person who is visually impaired, not through others;
* Treat the person with a visual impairment as you would anybody else.

The way a person who is visually impaired travels safely and efficiently through the environment is called orientation and mobility. In orientation a person uses his/her remaining senses to establish his/her position in the environment. In other words, orientation is knowing where you are in the environment. Mobility is the ability to move from one location in the environment to another location.

The first section of this manual deals with an orientation/mobility technique called *Sighted Guide*. *Sighted Guide* is a term for a variety of traveling techniques by which a person who is visually impaired travels with a person who is sighted. A *Sighted Guide* is only one of the orientation mobility skills a person who is visually impaired may learn to use. Other skills include the use of: monoculars, the long cane, a guide dog or individually adapted techniques.

TRAINING PROGRAM for INDIVIDUALS WORKING WITH OLDER AMERICAN INDIANS WHO ARE BLIND or VISUALLY IMPAIRED

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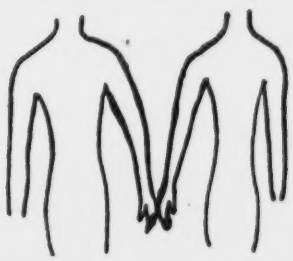
OBJECTIVES OF TRAINING

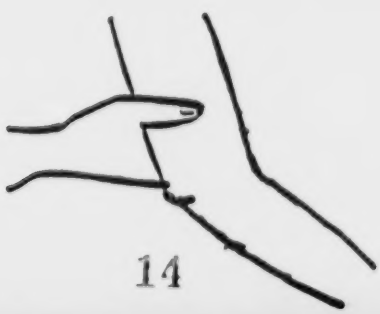
The Trainee Will Understand How a "Person Who is Visually Impaired" (PVI) Grips a Guide:

a) The Guide touches the PVI's right or left arm (whichever arm the PVI wants to use to hold the Guide).



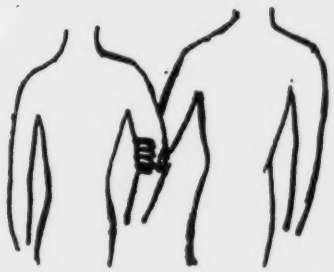
WHY? *This tells the PVI where the Guide is and that they are both facing the same direction.*

b) The PVI grips the Guide's arm just above the elbow with the fingers on the inside and the thumb on the outside of the Guide's arm.



WHY? ***The grip above the elbow allows the Guide to use both arms and is easier for the PVI to hold.***

The PVI's free hand should be kept at his/her side. *The free hand should not be reaching out, searching for things in front of him/her.*



Front View

The Trainee Will Understand How a PVI Positions His/Her Arm While Gripping the Guide:

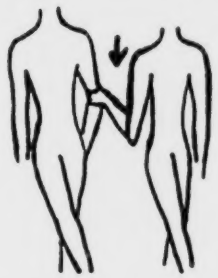
a) **The PVI keeps his/her arm gripping the Guide in the Shape of an "L" and keeps the upper arm next to his/her body.**

← Person Who is Visually Impaired (PVI)

WHY? ***This position gives the Guide better control over the PVI's movement, ensures that he/she will not drift away from the Guide, and helps the PVI feel how the Guide is moving.***

<u>The Trainee Will Understand How the PVI Positions His/Her Body While Gripping the Guide</u>:

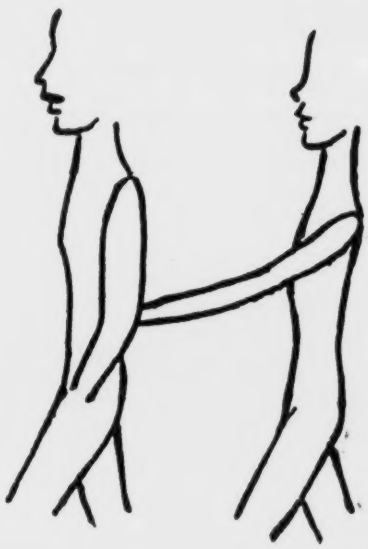
a) **The PVI stands one-half step back and one-half step in.**



Back View

<u>WHY</u>? ***The PVI is one-half step back so he/she has time to react to the Guide's movements, e.g., stopping, turning and going as needed.***

Correct

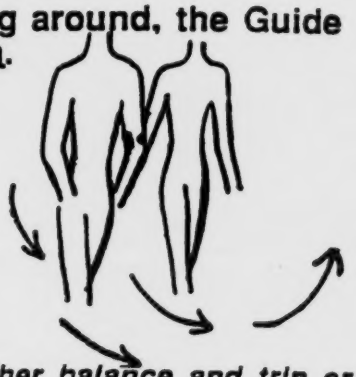


Incorrect

The Trainee Will Understand How a Guide Makes a Turn With a PVI:

a) **When making a turn or turning around, the Guide should go in a Forward Motion.**

Front View



WHY? ***The PVI is less likely to lose his/her balance and trip or fall.***

b) **When turning, the PVI should keep as close to the Guide as possible. The PVI should not let the upper arm drift away from the body.**

Back View

WHY? ***The Guide and PVI will not need as much room to turn; and the Guide is better able to steer him/her away from danger.***

INCORRECT Position. Why: PVI should be close to the Guide.

The Trainee Will Understand How to Signal for Narrow Areas:

* When to signal for narrow areas: when only one person at a time can get through the area you are traveling:

a) The Guide moves the arm which the PVI is holding behind his/her back.

Why? *This tells the PVI "you are coming to a narrow area".*

b) The PVI steps directly behind the guide, straightening the arm that is holding the Guide so that it is no longer bent.

WHY? *Straightening the arm when gripping the Guide increases the distances between the PVI and the Guide so he/she will not step on, bump or trip the Guide.*

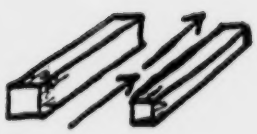
c) Once through the narrow area, the Guide brings the arm holding the PVI back to the original Sighted Guide position.

(HINT) If the PVI is stepping into the Guide during narrow passageway technique, have the PVI move the hand from above the elbow down to the wrist. The Guide moves his wrist away from his back.

Why? This increases the distance between the PVI and the Guide.

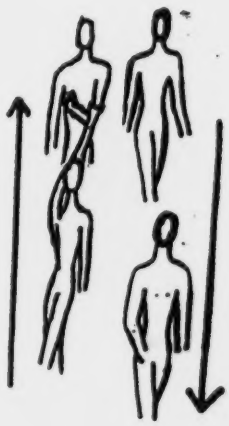
Examples of situations requiring NARROW AREA TECHNIQUE:

Store Aisles

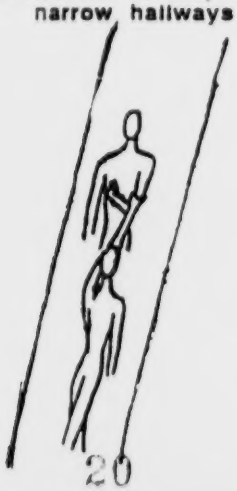


Shrubbery/ Objects

Narrow Sidewalk



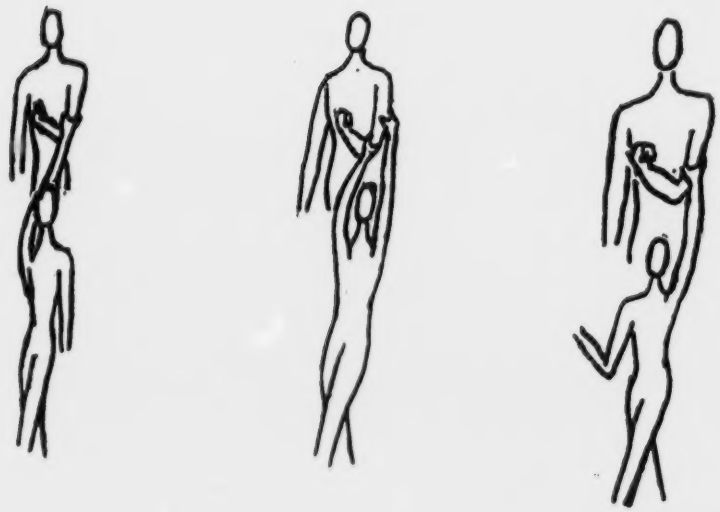
Doors that are already open or narrow hallways



<u>The Trainee Will Understand How a PVI Can Switch Hands While Gripping the Guide</u>:

a) **The PVI places the free hand just above the hand holding the Guide's arm.**

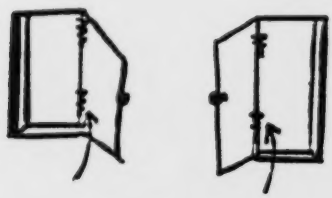
b) **The PVI releases the hand which originally held the Guide, freeing that hand.**



<u>The Trainee Will Understand How a Guide Maneuvers a PVI Through Doors Which are Self-Closing</u>:

(Previous skills needed - narrow area technique, switching hands)

a) ***As the Guide approaches a closed door, he/she notices which side of the door the hinges are on.***



Hinges on **RIGHT Side**

Hinges on **LEFT Side**

<u>Why</u>? ***The hinges tell which way the door opens. If the hinges are on the left, the door opens and closes on the left. If the hinges are on the right, the door opens and closes on the right.***

* **Door knobs can also be used to tell which way a door opens. The door opens to the opposite side of the door knob.**

b) **About 6 ft. away the Guide tells the PVI that the door opens to the right or left. At this time the Guide puts the PVI into the narrow passageway technique.**

Why? ***The PVI needs to know which way the door opens and closes (right or left) so he/she can free their right or left hand to catch the closing door.***

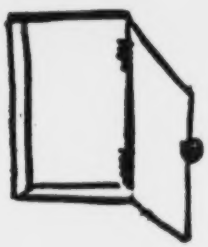
* If the free hand (hand not holding the Guide) is on the same side as the way the door opens, switching hands does not need to take place.

Why? ***The hand that is not holding the Guide is free to block the closing door.***

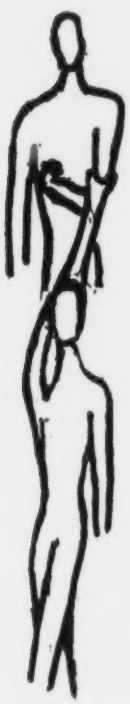
* If the hand needed to block the closing door is holding the Guide, switching hands needs to take place; i.e., door opens to the right but right hand is holding the Guide (see Switching Hands).

Why? ***The PVI needs his/her free hand to block the closing door.***

c) **At the same time when telling the PVI, which way the door opens, the Guide tells the PVI if the door opens toward him/her or away from him/her.**



"The Door Opens Towards Us and to the Right."

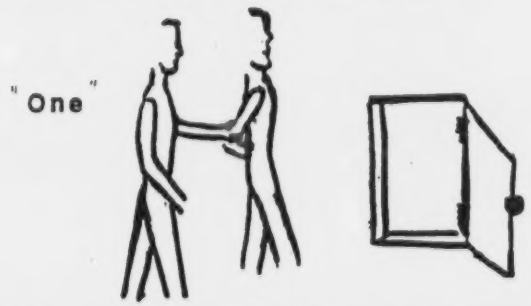


Why? ***It tells the PVI <u>when</u> to bring up the free hand to block the closing door.***

d) **If the door opens away the PVI will count to 3 as the Guide begins to go through the door then brings the free hand up and outward to catch the closing door.**

Why? ***The PVI counts to 3 to prevent his/her hand from getting stuck in the door jam and allows the PVI to catch the outer edge of the door making it easier to keep the door open as he/she passes through.***

e) **If the door opens toward you, the PVI counts to 1 as the guide begins to walk through the doorway before bringing the free arm up and outward.**

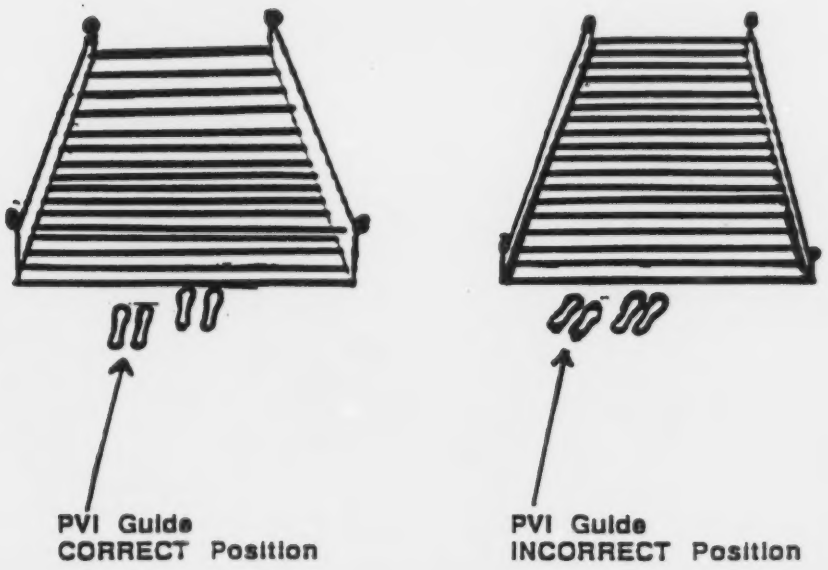


Why? ***The PVI counts to 1 to prevent his/her hand from getting stuck in the door jam; this allows the PVI to catch the outer edge of the door making it easier to keep the door open as he/she passes through.***

* The number to count may vary depending on how quickly a person counts, or goes through a doorway.

The Trainee Will be Able to Teach the Techniques for Going Up and Down Stairs:

a) **The Guide with the PVI should approach the stairs straight on.**



Why? ***The PVI will be able to comfortably find the edge of the stair.***

b) **The Guide positions the PVI so the free hand is close to the railing and tells him/her where the railing is.**

"The Railing is on Your Left"

Why? ***This gives the PVI the chance to use the railing if he/she wants to.***

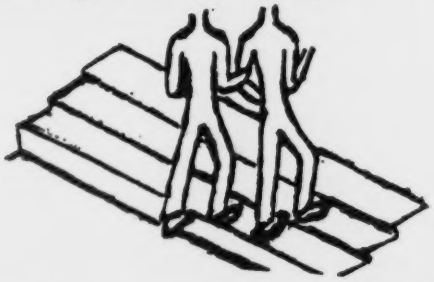
c) The Guide stops at the edge of the stairs.

Why? ***Stopping lets the PVI know that stairs are in front of them.***

d) ***The PVI slides a foot forward until finding the edge of the stairs (at this point the PVI and the Guide are standing side by side).***

Why? ***Sliding the foot forward tells the PVI where the stair edge is and whether the stairs go up or down.***

e) **As the Guide steps up or down, the PVI waits until the Guide begins the second step before starting the first step.**

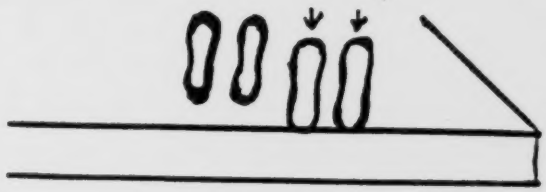


Why? ***This keeps the PVI one step behind the Guide so he/she has time to react to the Guide's movements.***

f) **At the end of the stairs the Guide and the PVI continue their route in the Sighted Guide Position.**

The Trainee Will Understand How a PVI Negotiates Curbs:

a) As with stairs, the Guide approaches the curb straight on, not at an angle.



Why? *The PVI will be able to comfortably find the edge of the curb with their foot.*

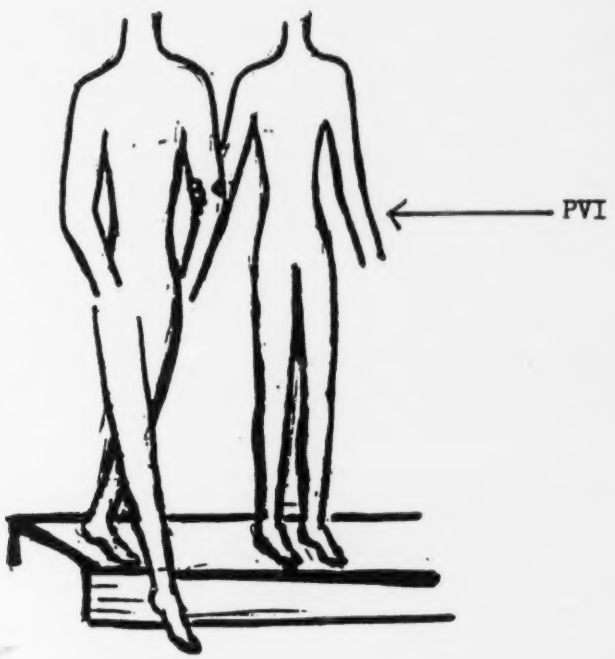
b) The Guide stops at the edge of the curb.

Why? *This lets the PVI know that a curb is in front of them.*

c) The PVI slides a foot forward until they find the edge of the curb.

Why? ***This tells the PVI where the curb edge is and whether it goes up or down.***

d) **The Guide steps off with the PVI following.**



FRONT VIEW

The Trainee Will Understand How a Guide Can Maneuver a PVI Over an Uneven Surface:

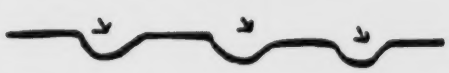
a) **The Guide should go slowly or even briefly stop at areas where the PVI may stumble or trip.**

Why? ***Slowing down gives the PVI time to react to the uneven surface - stopping allows the PVI time to slide his/her foot forward, feeling what is ahead.***

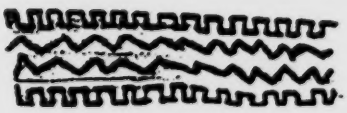
WALKING ALONG A DIRT ROAD

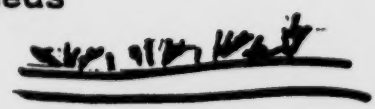
The Trainee Will Understand the Different Types of Dirt Roads and How a PVI Can Follow Them:

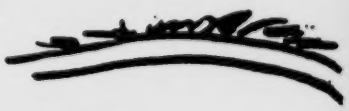
Types of Dirt Roads

. Follow the Dip 

. Follow the Rise

. Follow the Tire Tracks 

. Follow the Road Next to the Weeds 

. Follow the Slant Next to the Weeds 

Remember to walk facing the traffic.

"The PVI can use these cues to walk alone along the side of a road".

The Trainee Will Understand the Use of and be Able to Teach Forearm Protective Technique:

a) **The right or left (either arm can be used) arm comes up to chin level, then is bent in an "L" shape, going from one shoulder across to the other shoulder for the PVI.**

Why? ***Going from one shoulder across to the other shoulder protects the whole body.***

b) **The arm is positioned 8" away from the face with the palm of the hand turned outward.**

Why? ***So that if the hand or arm hits something, there will be time to stop and the head will be protected.***

* **The palm is turned outward because if the palm hits something, it would hurt less than the knuckles would if the knuckles faced outward.**

When do you use forearm protective technique?

1) to find things that are face level such as tree limbs, road signs, open windows;

2) to protect the head when bending over.

The Trainee Will Understand How and When to Teach Lower Body Protective Technique:

a) The PVI extends the hand (can use either hand) down and diagonally across the body. The hand is 8 inches away from the body. The palm is facing the body.

Why? *The arm is diagonally across the body to protect the whole body, not just one side.*

* When do you use lower body protective technique.

* To protect the waist and find things at waist level such as chairs, tables or open doors.

NOTE: Forearm protective technique and lower body protective technique can be used together.

The Trainee Will Understand the Purpose of Trailing and How to Train a PVI in Trailing:

When to use:

* **To follow a wall, to help the person walk in a straight line, or to locate landmarks.**

a) **Standing next to a wall the PVI extends their arm out straight in front of themselves, hip level, touching the wall with their little finger.**

Why? ***A bend in the arm will not give the PVI time to react if contact is made with something and keeping the hand hip level protects the hip by finding things hip level.***

b) **The fingers are together and slightly bent.**

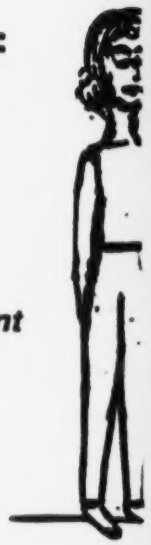
Why? ***The fingers are less likely to get injured than if they are apart. The fingers are slightly bent providing flexibility which prevents jamming and injuring the fingers.***

c) **The PVI should practice with their right and left arm.**

WARNING: Trailing will not find:

1) stairs
2) objects low enough to trip you or
3) things head high.

Trailing can be used with forearm or lower body protective techniques and should be practiced with both protective techniques.



Trainees Will Know How to Teach Squaring Off Techniques:

a) The PVI places his/her back flat against an object. The feet are moved until the heels are against the object. The face, shoulder and feet should all face the same direction.

Why? *This helps the person walk a straight line from one point to another.*

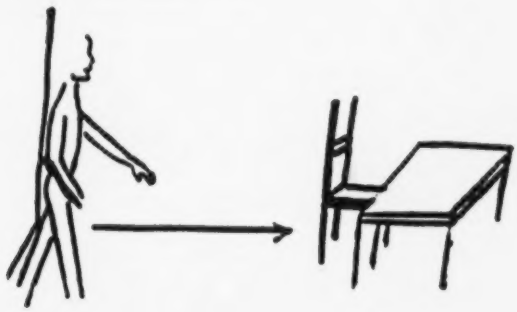
This is also the purpose of squaring off.

Examples of when to use:

1. going from the chair to a hallway; couch to TV;
2. back door to outhouse;
3. front door to mailbox;
4. when you want to walk a straight line.

* Sometimes squaring off cannot be done with the back, so the feet can be used.

Example: Using the threshold in open doorways or using the place where carpet connects to tile flooring, the PVI places both feet over the threshold at the same point.



SITTING IN CHAIRS

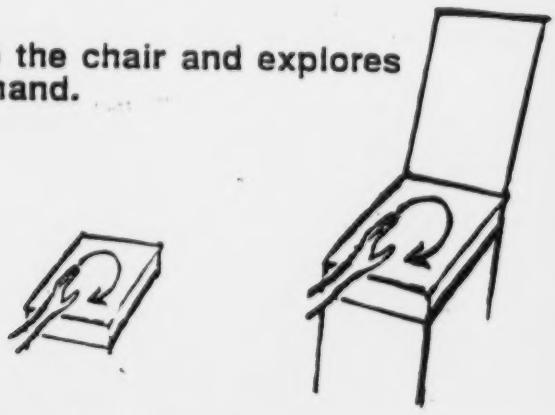
The Trainee Will Understand How to Seat a PVI:

Method 1

a) The Guide approaches the chair with the PVI. The Guide takes the person's hand and places it on the back of the chair.

Why? This tells the PVI where the chair is.

b) The PVI steps up to the chair and explores the seat with their hand.



Why? This ensures that nothing is on the chair.

c) The PVI touches the chair with both legs - then turns around and sits.

Why? *This tells the height of the chair and makes certain the chair is directly behind.*

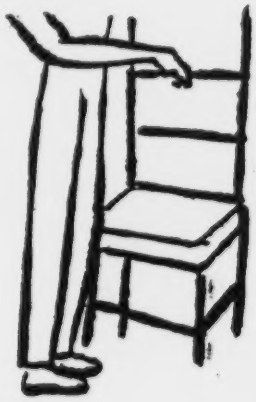
* Be certain to tell the person if the chair has wheels or a bendable back.

Method 2

a) The Guide steps one foot from the chair, then tells the PVI that the chair is one foot ahead.

Why? *This tells the PVI how far ahead the chair is.*

b) The PVI releases their grip off of the Guide and slowly steps ahead until their legs make contact with the chair and grabs and explores the chair.



c) The PVI turns around and sits.

USE OF LANDMARKS

The Trainee Will Understand How a PVI Can Use Landmarks to Aid Orientation. Landmarks Are Objects Which Cannot or Will Not be Moved and Tells a PVI Where They Are in the Environment:

a) Landmarks can be found by feeling, smelling, hearing or seeing. Landmarks are indoors and outdoors.

Example

indoors

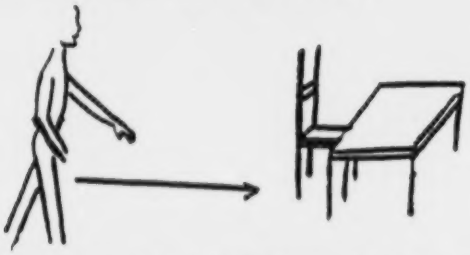
Example

outdoors

b) Memorize where the landmarks are. Use these landmarks to help you know where you are at inside or outside.

DAILY LIVING SKILLS

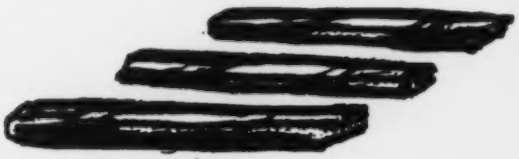
c) *Walk from one landmark to another landmark when you want to go somewhere.*



* **You can also make your own landmarks by using rocks, railroad ties, old tires, paint, etc.**

DO NOT COUNT FOOTSTEPS

RED PAINT



RAILROAD TIES

OLD TIRES

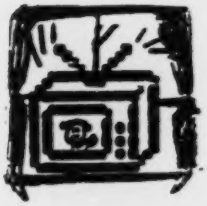
THE USE OF ORIENTATIONAL CUES

The Trainee Will Understand How a PVI Can Use a Variety of Clues to Aid Orientation:

1. Smelling

a. cooking
b. barns
c. outhouse

2. Hearing

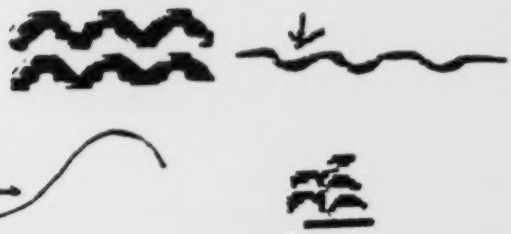


a. radio, T.V., placed in opened windows
b. animals
c. tree leaves

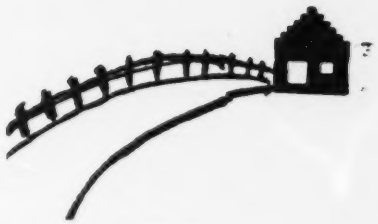
3. Touch

different ground types

a. dirt
b. cinder
c. slopes
d. gravel
e. weeds
f. dips



use of fences to follow



use of rope to follow

use walls to follow

the sun can tell you which way you're facing

i.e., if facing the sun in the morning, you are facing East

if facing the sun at noon, you are facing South

if facing the sun in the late afternoon, you are facing West

* By using a variety of cues, you can tell which direction you're walking in.

FINDING DROPPED OBJECTS

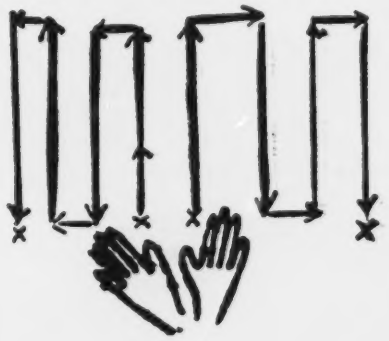
The Trainee Will Understand How a PVI Can Locate Dropped Objects:

a) **Stop after realizing an object has been dropped. If the object rolls or bounces away note where its last sound came from; move to where the sound was last heard.**

b) **Bend down on your hands and knees using forearm protective technique as you bend.**

Why? ***Forearm protective technique will protect the face from hitting tables, desks or other objects as you bend over and down.***

c) **Begin to search the floor with your hands in a systematic manner; the fingers are slightly spread. An up/down pattern or a circular pattern can be used.**



METHOD ONE

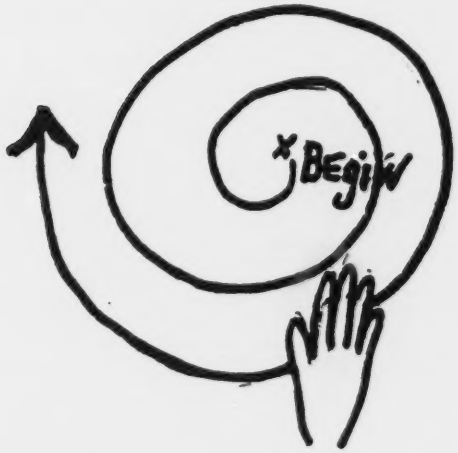
If a circular pattern is used, expand the circle with every rotation. When using a grid pattern, start with your thumbs touching. Move the hands up and down in a sweeping motion, expanding outward as the hands are brought up and down.

Be sure and check your sides, behind you and between your feet or knees.

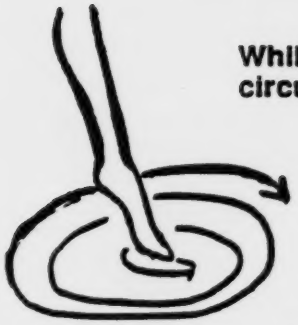
d) If the object was not found, crawl or step forward (remember to protect yourself with forearm protective technique) check the floor as before.

e) After finding the object, pick it up---checking above you as you rise slowly to make sure no table or chair edge is in your way.

METHOD TWO



Another method of finding dropped objects:



While standing, search the floor by moving your foot in a circular pattern in front of you and to your side.

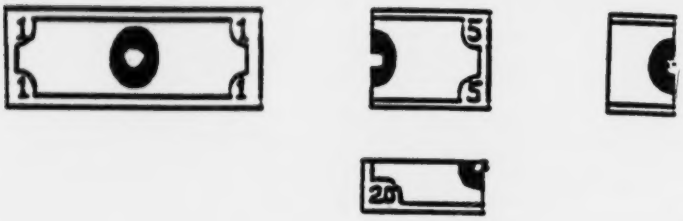
* **Remember after finding the object use the forearm protective technique when bending down to retrieve it.**

People with poor balance may need a chair or table to lean against as they search with their foot.

PAPER MONEY ORGANIZATION

The Trainee Will Understand and be Able to Teach a PVI How to Organize Their Paper Money:

a) The PVI will leave one dollar bills unfolded; five dollar bills are folded in half; ten dollar bills can be folded twice, once in half then again in half. Twenties can be folded in half lengthwise and then in half widthwise.



Positioning of the bills in the wallet can also help identify bills, i.e., ones go across and in front; fives behind the ones and to the left; tens behind the ones and to the right; twenties are placed in another section of the wallet.

COIN IDENTIFICATION

1 cent = a penny has a smooth edge and is smaller than a nickel;

5 cent = a nickel has a smooth edge but is bigger than a penny;

10 cent = a dime has notched edges which gives it a rough feel and is smaller than a penny;

25 cent = a quarter has notched edges and is bigger than a nickel:

50 cent = a half dollar has notched edges and is bigger than a quarter.

MAKING A PHONE DIRECTORY

The Trainee Will Know How to Make a Telephone Directory for People With Low Vision:

Make a chart with numbers and letters of different sizes.

a) Use a black felt pen on white or yellow paper. Check the size of print the PVI can see.

b) Get the phone number which the PVI calls.

c) (*) Using only one side of the paper write the name and the phone number using the size of print the PVI can see.

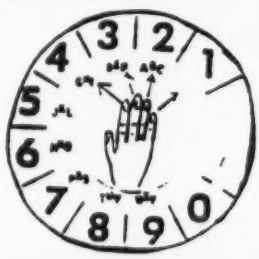
* A SAMPLE PHONE DIRECTORY FORM IS IN THE BACK OF YOUR MANUAL.

NAME JEAN SMITH
ADDRESS 302 OZ
CITY DISNEYLAND
STATE CALIF ZIP CODE 80042
PHONE 912-222-5544

DIALING A TELEPHONE

The Trainee Will Understand How a PVI Can Dial a Telephone:

Depending on what number is to be dialed, the person using the phone can start with number one or number zero. If starting with number one, the little finger is placed in the hole representing one. The ring finger goes in number two, the middle finger in hole three, the index finger in number four. The thumb is not used so the index finger is used in dialing number five.



If starting at zero, the last four holes are used. The little finger is placed in the zero hole, the ring finger in number nine, the middle finger in number eight and the index finger in the seven. The index finger is also used to dial number six.

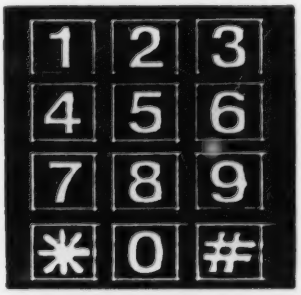
USING PUSH BUTTON PHONES

a) The person memorizes the position of the numbers:

Using the middle row as a starting point and putting the index finger on number four, the middle finger on number five and the ring finger on number six.

Large print numbers are available for people with low vision. Also remember, (*) *exemption forms* are available from the local telephone company to allow people who are Visually Impaired to call information as much as they need to, without being charged.

* A sample of this exemption form is in the back of your manual.

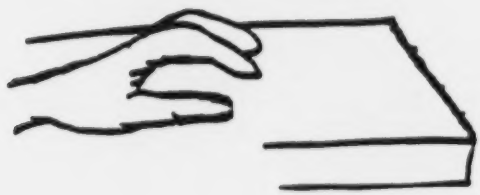


A dot of glue on #5 may help the PVI, more quickly, find that number.

EXPLORING TABLE TOPS

The Trainee Will be Able to Teach a PVI How to Explore Table Tops:

a) **The person exploring can use either hand but puts his/her fingers together and cups them or slightly bends them.**



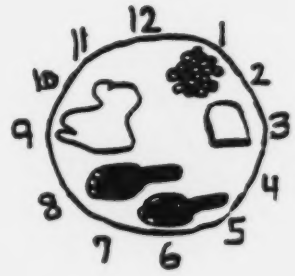
Why? ***Fingers are together so they will not get injured and fingers are slightly bent which makes them flexible. The flexibility helps to prevent the person from knocking over cups or plates.***

b) **Starting at the side of the plate, the person slowly follows the edge of the plate until coming to the top of the plate, then slowly moves the hand outward. He/she then performs this on the other side of the plate with the other hand.**

FOOD IDENTIFICATION

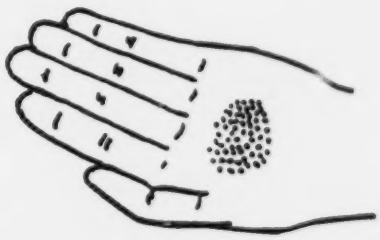
The Trainee Will Understand the Clock Method to Identify the Positions of Food on a Plate:

a) The person describes the location of the food to a PVI by comparing the plate to a clock, i.e.,



MEAT = at six o'clock
PEAS = at one o'clock
BREAD = at three o'clock
POTATOES = at ten o'clock.

If salt and pepper are added, put the amount needed into the palm of the hand, take a pinch and sprinkle over food.



b) **Use bread, crackers, a spoon or knife to push food against the fork.**

c) **As the PVI picks up the food he/she should move it toward the middle of the plate.**

Why? ***Food will not fall over the edge of the plate.***

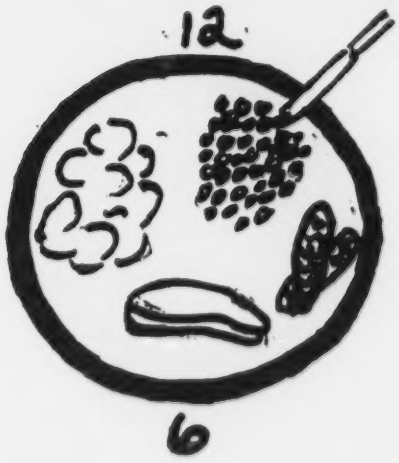
FINDING OUT WHAT IS ON A PLATE OF FOOD

The Trainee Will be Able to Discuss How a PVI Can Explore What is on a Plate of Food:

a) Hold a knife as if spreading butter on bread;

b) Use the tip of the knife to explore the plate of food;

c) Start at the top of the plate (12 o'clock), use texture, smell and shape to determine what the food on the plate is.



POURING HOT AND COLD LIQUID

The Trainee Will Understand the Various Methods a PVI Can Use for Pouring Hot and Cold Liquid:

a) **Finger Tip Method - place the index finger over the rim and into the cup. When the liquid reaches the finger stop pouring.**

***Caution - DO NOT use this method for hot liquid.**

b) **Floater Method - Place an object which floats into the cup (ice cubes, fishing bobber, etc.). The Floaters will rise to the top as liquid is poured into the cup. The index finger is placed across the cup and slightly down into the cup.**

Why? ***The index finger will feel the floater as it rises to the top as liquid is poured into the cup.***

c) Feel Method - grip the cup around its outside.

Why? *Hot and cold liquids can be felt on the outside of some glasses and cups.*

For a low vision person, a black cup for milk or a white cup for coffee may be a big help.

Why? *Can see the fluid rise.*

CHOPPING - USING KNIVES

The Trainee Will be Able to Cut Vegetables:

a) **The Trainee holds a vegetable with the fingers curled in away from cutting area. The thumb is also placed under the hand holding the vegetable.**

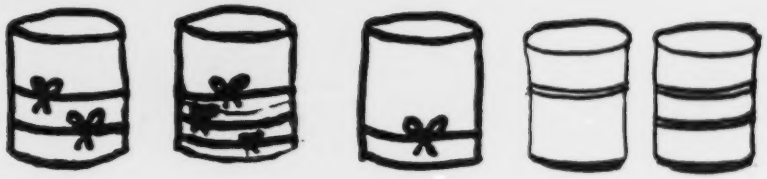
Why? ***Fingers are curled to keep the fingers away from the knife, so they will not be cut.***

b) **The Trainee places the vegetable under the hand. The knife is placed next to the curled index finger for guidance.**

LABELING CONTAINERS

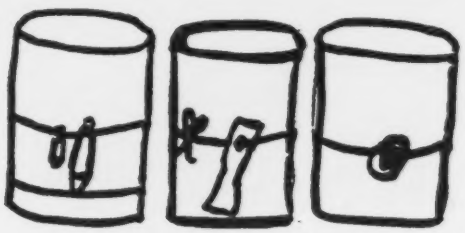
The Trainee Will Understand Various Methods a PVI Can Use to Label Bottles, Cans, Etc:

a) **Use of Rubber Bands - one, two or three rubber bands are put around cans to tell the PVI what is in them, EXAMPLE: corn does not have a rubber band around it; peas have one band around it; carrots have two bands around it and fruit has bands placed around the can from top to bottom.**



b) **Mixed Method - a variety of rubber bands, string, paper clips, tape, paper, etc. may be used together to identify canned or bottled items, EXAMPLE: corn = one rubber band with one paper clip; peas = one rubber band with two paper clips; pears = string tied around can with rubber band; peaches = string with one paper clip.**

* **Some cans of food can be identified simply by their shape or size. Large print may be used for people with low vision - make up the labels.**



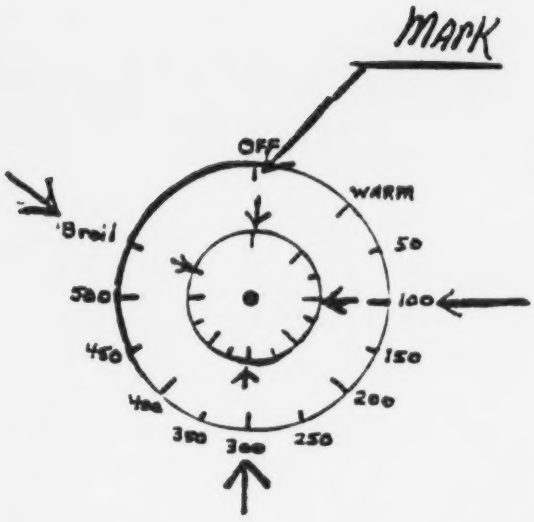
LABELING DIALS

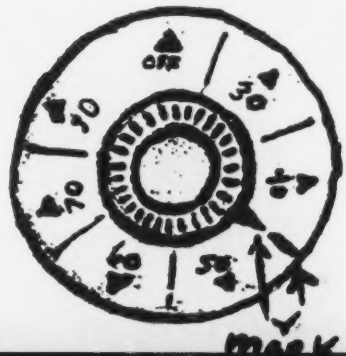
The Trainee Will Understand the Various Methods of Marking Dials:

a) With glue or high markers dot the dial indicator and area around the dials - i.e., Stove, Washing Machine, Thermostat.

All positions of the dial do not need to be marked, only the ones that are most used by that person.

b) Tape can also be used to mark areas which do not get hot.





TELLING TIME

The Trainee Will Know of the Various Types of Clocks and Watches so a PVI Can Use to Tell Time:

a) **Braille Watch - has three dots at twelve o'clock, two dots each at three, six and nine o'clock. Each remaining number has one dot. The watch is held by opening the cover and feeling where the hour and minute hands are.**

b) **Talking Wrist Watch or Clock - there is a bar on the watch or clock that when pushed says the time.**

c) **Normal Clocks - sometimes the cover on the face can be easily taken off. The numbers can then be marked using glue. A dot at each number and a line or two dots at twelve, three, six and nine.**

d) **Large Print Watch or Clock - Printed numbers differ in size and contract. Large print clocks can be obtained at local department or drug stores.**

WRITING GUIDES

The Trainee Will Know of and be Able to Use the Various Types of Writing Guides:

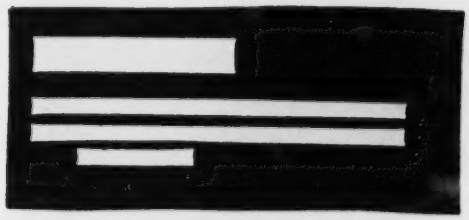
a) **Signature Guide - is a piece of plastic or cardboard with the middle cut out. The person signs his/her name in the opening.**

Place the signature where you want the person to sign his/her name.

The PVI feels the cut-out opening with his/her fingers and/or a pen.

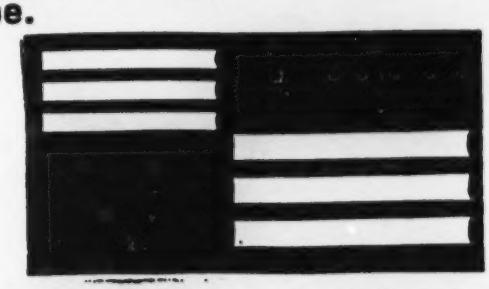
These can easily be made from tag board.

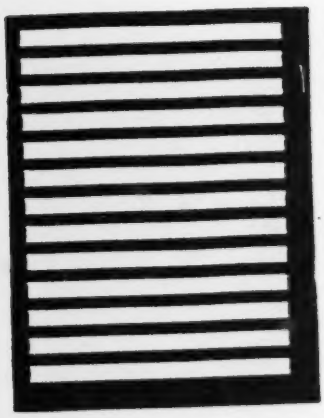
b) **Check Writing Guide - is placed over the check. The PVI memorizes what goes in the openings.**



Banks also have large print and raised line checks.

c) **Envelope Guides - are placed over the envelope and the PVI writes the address and return address on the openings. This helps the PVI keep straight lines within the envelope.**





d) **Letter Writing Guides - placed over 8-1/2" x 11" piece of paper and then the person writes in the openings. This helps people keep a straight line with left index finger placed on the line PVI is writing on.**

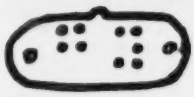
Why? ***Keeps your place so you don't write twice on the same line.***

* **Writing Guides can be made out of cardboard, plastic or metal but they all do the same thing.**

MATCHING CLOTHING

The Trainee Will Understand the Various Methods which Can be Used to Match Clothing:

a) Braille tags are available with the abbreviation of a color brailled out on it. These can be sewn on the inside of clothing.



b) Braille the color of the clothes onto a small note card and place in a pocket.

c) Buttons can be sewn on the inside of different parts of the clothing to identify colors.

d) Safety pins can be used by people unfamiliar with Braille. Place safety pins in different parts of the clothing to identify color.

e) Hang matching pants and shirts together when they are taken off. Use a safety pin to attach clothing items so they will not get mixed up in the wash. This is particularly good with socks.

f) Sock tucks are round or square plastic with a hole in the center to hold socks together. Can be purchased at K Mart, Walmart or from businesses which specialize in items for the blind.

* Remember many items can be recognized by their size, shape, weight, trimmings, buttons or styling.

HAND WASHING DISHES

The Trainee Will Understand How a PVI Can Wash Dirty Dishes and Utensils:

a) **Place the dirty dishes and utensils on the left of the sink;**

b) **Run warm water over each dish and briefly rinse. If a garbage disposal is available, rinse the food into the disposal unit.**

* **If a garbage disposal is not available, scrape the leftover food into the garbage before rinsing.**

c) **Place all the plates together, all the glasses together and all of the utensils together.**

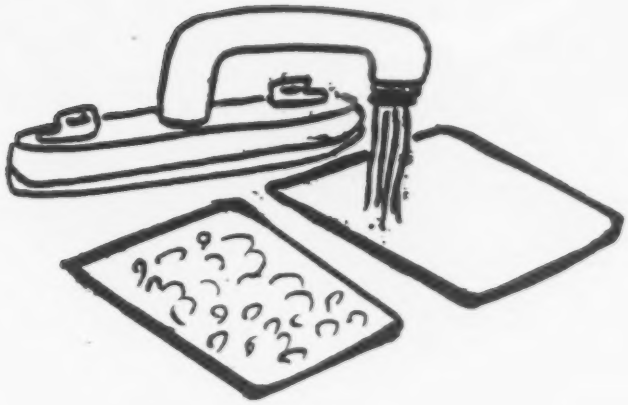
d) **Fill the left sink with hot water and add dish soap. Fill the right sink with hot water.**

* **Another method to rinse dishes is to leave the water running in the right hand sink and hold the dish under the running water. Leave the right hand sink unplugged.**

e) **Place the dish rack to the right of the sink.**

f) **Use a sponge or dish rag to clean the dishes.**

g) **Wash and rinse the glasses first, then the plates and then the utensils.**



* You may want to dry and put away the glasses before washing the other dishes to avoid breaking the glasses.

h) After washing and rinsing the dishes, dry them and put them away.

i) Drain the water and clean the sink and counters with a sponge or dish rag.

SWEEPING A FLOOR

The Trainee Will Understand the Patterns a PVI Can Use to Sweep a Floor:

a) After obtaining the broom, begin at one end of the room - sweep in front of the body from side to side while sidestepping towards the opposite wall.

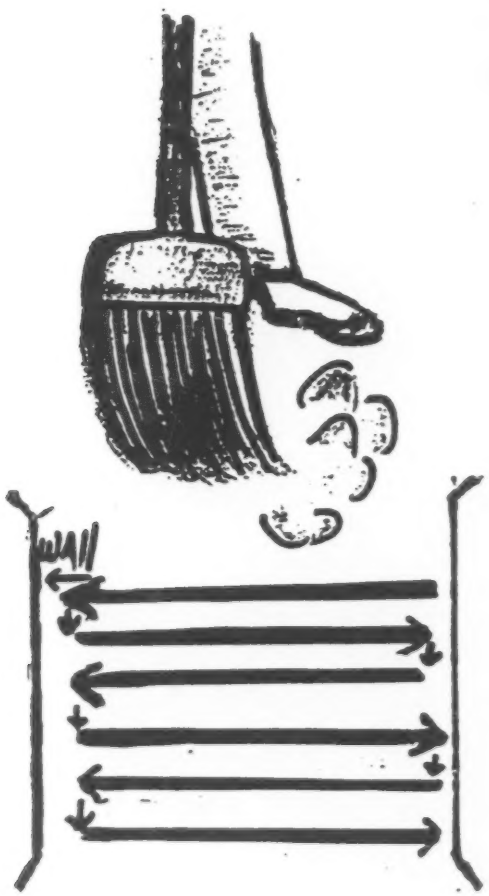
b) When the opposite wall is reached, the person will take a half-step backward.

c) Continue in this pattern until covering the length of the floor.

d) Sweep the dirt into a dustpan. Feel the floor to determine if the dirt is picked up.

e) Empty the dirt into the garbage. Return the broom, dust pan into their storage area.

* **The same pattern can be used for vacuuming or mopping a floor except the vacuum or mop motion is up and down in relation to the person; not side to side as in the sweeping motion.**



ENHANCING VISION

The Trainee Will Understand How to Use Contrast and Various Devices to Enhance the PVI's Vision:

As stated before, most PVIs have useful vision. The key is to find which devices enhance the PVI's vision.

***What to Try*:**

1. **Large *BLACK* letters on *WHITE* or *YELLOW* paper; make the letters with Boldliner Felt Pens.**

2. **Lighting is very important. Try to position lamps or light overhead or near the PVI. The light will help *BLACK* letters stand out from the paper.**

3. ***YELLOW* acetate sheets (plastic see through sheets) placed over *WHITE* paper will diminish the glare from a *WHITE* background.**

4. **Magnifiers can be used to enlarge objects making it easier for a PVI to see.**

5. **Many objects can be purchased or painted in colors the PVI can more easily see. EXAMPLE: dark covers on white sheets - white book on a coffee table.**

KW/KC/sam
Final: 4/2/91
Prepared by: (Elaine) Sam Neely

APPENDIX A

COMPLETION INSTRUCTIONS FOR SB-064
INDEPENDENT LIVING SKILLS ASSESSMENT

A. **Purpose.** This form has been designed for use by trained Rehabilitation Teachers employed by Services for the Blind t evaluate and project a training program for blind and visually impaired clients as assigned to them by their Superviso

B. **Completion.** All items are self-explanatory. This 5-page form is completed by the Rehabilitation Teachers.

C. **Routing.** To the Supervisor who then distributes it to the counselor.

D. **Retention.** Maintained within the Services to the Blind Unit in accordance with Departmental policy.

NAME

ADDRESS

CITY

STATE ZIP CODE

PHONE

NAME

ADDRESS

CITY

STATE ZIP CODE

PHONE

NAME

ADDRESS

CITY

STATE ZIP CODE

PHONE

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Services for the Blind
Rehabilitation Instructional Services

INDEPENDENT LIVING SKILLS ASSESSME

I. GENERAL

A. NAME | PROGRAM

STREET ADDRESS

CITY AND ZIP CODE

B. BIRTHDATE | SEX ☐Female ☐Male | SOCIAL SECURITY

C. SOURCE OF REFERRAL

D. FAMILY MEMBERS

E. PRIOR REHABILITATION TRAINING ☐Yes ☐No | IF YES, WHEN, WHERE AND AREAS COVERED

II. MEDICAL INFORMATION

A. VISUAL ACUITY | MEDICAL VERIFICA ☐Yes

B. CONGENITAL ADVENTITIOUS (Adult) ☐Yes ☐No | CAUSE OF BLINDNESS/PROGNOSIS

C. OTHER PHYSICAL HANDICAPS OR MEDICAL PROBLEMS:

1. DIABETIC ☐Yes ☐No | INSULIN TYPE | NUMBER OF UNITS | TYP

2. OTHER PHYSICAL PROBLEMS

D. PHYSICIAN (Name and Number)

E. OPHTHALMOLOGIST (Name and Number)

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LENGTH OF PROGRAM

Estimate the total hours which you recommend the client will need to complete the O&M Program.

AVERAGE HOURS	AREA	RECOMMENDED
80	Basic Concept Development	_____ hrs.
10	Pre Cane	_____ hrs.
10	Cane Technique	_____ hrs.
50	Residential	_____ hrs.
40	Light Business	_____ hrs.
15	Downtown	_____ hrs.
10	Public Transportation	_____ hrs.
15	Rural	_____ hrs.
25	Special Situations	_____ hrs.
TOTAL (198-275 hrs.)		_____ hrs.

COMMENTS: _____

_____

_____

_____

_____

_____
SSB Mobility Specialist

_____
Date

- - - -

V. PROGRAM GOALS AND OBJECTIVES, continued

1. COMMUNICATION: ☐Not applicable

(____hrs) ____ Abacus: arithmetic and other mathematical calculations.

(____hrs) ____ Braille:

____ Grade I

____ Grades 1½ - 2

____ Advanced

____ Slate & Stylus

____ Braille writer

(____hrs) ____ Typing: general mechanics of typewriter, keyboard identification & typin

(____hrs) ____ Handwriting: script lettering & use of different templates for letter wr signature.

2. HOME MANAGEMENT: ☐Not applicable

(____hrs) ____ Child Care: feeding, dressing, bathing & general safety procedures for in

(____hrs) ____ Cleaning: general trailing & overlapping techniques, use of equipment. supplies.

(____hrs) ____ Laundry: sorting clothes, measuring detergent, operating laundry equipm

(____hrs) ____ Food Preparation:

____ Basic Skills - kitchen orientation; pre-cooking skills *(pouring,* use of appliances.

____ Intermediate Skills - nutritious meal planning; cooking skills *(bro* recipes.

____ Advanced Skills - multi-step planning & preparations.

____ Eating Skills - table orientation, food identification, and use of

(____hrs) ____ Sewing:

____ Basic Skills - needle threading procedures, sewing on fasteners a

____ Advanced Skills - orientation to sewing machine and clothing c

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III. CLIENT ASSESSMENT

A. BRIEF DESCRIPTION OF ABILITY AND/OR PROBLEMS AS DESCRIBED TO YOU BY THE CLIENT

B. BRIEF DESCRIPTION OF ABILITY AND/OR PROBLEMS AS DESCRIBED BY OTHER PERSONS

C. CLIENT LEVEL OF INDEPENDENCE: IS CLIENT ABLE TO CARE FOR SELF? *(Check appropriate box)*

☐ Yes ☐ Yes, but would benefit from teaching ☐ No

IV. EVALUATOR ASSESSMENT

A. WHAT ARE THE CLIENT'S GOALS TOWARD INDEPENDENT LIVING SKILLS AREA?

ARE GOALS FEASIBLE?
☐ Yes ☐ No

B. COMMENT ON CLIENT MOTIVATION AND/OR WILLINGNESS TO ACCEPT INSTRUCTION

C. WHAT ADDITIONAL SERVICES MAY BENEFIT CLIENT? *(Check applicable boxes)*

1. Alternate communication services:

☐ Talking Book ☐ Sun Sounds ☐ Optacon ☐ Telephone Special Servic

2. Community Services:

☐ Sight Conservation ☐ Senior Citizen Centers ☐ Nutritional Sit

☐ Community Centers for the Handicapped ☐ Social Security Informatic

3. OTHER *(Specify)*

D. COMMENTS REGARDING CLIENT'S NEED FOR SERVICES *(e.g., education, environment, family situation)*

V. PROGRAM GOALS AND OBJECTIVES

A. The goals of this independent living skills program are pre-vocational. The emphasis of the program is to enable the client to achieve maximum poss ble in performing adaptive daily living skills safely and independently in his/her environment, to restore confidence lost through disability, and to co tribute to the overall self-satisfaction and well-being of the individual.

80

Based on your evaluation: (1) estimate number of hours within the parentheses for each area; (2) next to estimated hours indicate "I" if you are i troducing adaptive technique, "R" if you are reviewing adaptive technique, or "I/R" if you are introducing/reviewing the same technique; (3) indicate total number of estimated hours at end of this section.

V. PROGRAM GOALS AND OBJECTIVES, continued

3. PERSONAL MANAGEMENT: ☐Not applicable

(___hrs) ___ Clothing: organization, care & identification.

(___hrs) ___ Financial Planning:

___ Coin & paper money identification

___ Banking systems *(checking & savings accounts, check writing)*

___ Budgeting procedures

(___hrs) ___ Grooming: organization of grooming aids, hair & nail care, shaving, cosmetics, and clothing selection.

(___hrs) ___ Hygiene: techniques for bathing/showering, oral hygiene, and use of femine hygiene products.

(___hrs) ___ Physical Development: appropriate body movement, facial expressions, physical conditioning and concept development.

4. HOME MAINTENANCE: ☐Not applicable

(___hrs) ___ Use of Tools for Minor Repairs: tool selection & application for basic maintenance.

5. EDUCATIONAL AIDS: ☐Not applicable

(___hrs) ___ Adaptive Games & Activities: directions and techniques.

(___hrs) ___ Adaptive Equipment: braille watch, braille timer, etc.

6. SPECIAL NEEDS: ☐Not applicable

(___hrs) ___ *(Specify)*: _____

TOTAL HOURS

COMMENTS _____

V. PROGRAM GOALS AND OBJECTIVES, continue

B. Based on your evaluation, where might this client be best served:

☐ "Day" centralized facility *(Skill Center, T.A.B)*

☐ Own home or community resource

☐ Refer to other agency or program

☐ Residential facility

SUGGESTED FACILITY

C. Equipment and Supplies:

1. MATERIALS FURNISHED BY CLIENT

2. MATERIALS NEEDED TO BE PROVIDED

VI. BASIC CONCEPTS — CONGENITALLY BLIND: ☐ No

A. Geometric Shapes

Tactual Discrimination: ☐ Circle ☐ Rectangle ☐ Square

Verbal Discrimination: ☐ Circle ☐ Rectangle ☐ Square

B. Spatial

☐ Parallel ☐ Perpendicular ☐ Right Angle ☐ Triangle

☐ Front of ☐ Back of ☐ Top of ☐ Bottom of ☐ Edge ☐

COMMENTS

SSS REHABILITATION TEACHER

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
State Services for the Blind
Rehabilitation Instructional Services

ORIENTATION AND MOBILITY EVALUATION

I. GENERAL

CLIENT NAME | COUNSELOR

CLIENT ADDRESS | PHONE NO.

BIRTHDATE | SEX ☐M ☐F | SOC. SEC. NO. | PROGRAM

REFERRED BY

PHYSICIAN (Name and Phone No.)

OPHTHALMOLOGIST (Name and Phone No.)

PRIOR O&M TRAINING

☐No ☐Yes, if yes where and when

AREAS COVERED IN PRIOR TRAINING

DAYS AND TIMES AVAILABLE

PART A. MEDICAL INFORMATION

VISUAL ACUITY | COMMENTS

RE: LE: OU:

VISUAL FIELD

RE: LE: OU:

HEARING | DATE OF LAST EXAM

CAUSE OF BLINDNESS

☐Congenital ☐Adventitious date:

PROGNOSIS

OTHER PHYSICAL HANDICAPS OR MEDICAL PROBLEMS

TYPES OF MEDICATION BEING USED

SIDE EFFECTS THAT MIGHT AFFECT MOBILITY TRAINING

II. MOBILITY STATUS

GIVE A BRIEF DESCRIPTION OF ABILITY AND/OR PROBLEMS AS DESCRIBED TO YOU BY THE CLIENT

BRIEF DESCRIPTION OF ABILITY AND/OR PROBLEMS AS DESCRIBED BY OTHER PERSONS

LEVEL OF INDEPENDENCE

CLIENT GOALS AND EXPECTANCIES TOWARD O&M

DOES CLIENT HAVE OPTICAL AIDS? (If Yes, Specify)

☐Yes ☐No

DOES CLIENT USE THEM? (If No, Why?)

☐Yes ☐No

SHOULD CLIENT BE VIEWED AS A LOW VISION PERSON OR A TOTALLY BLIND PERSON FOR MOBIL

☐Low Vision ☐Totally Blind

BASIC INDOOR PROFICIENCY (Check One)

Familiar Areas		Unfamiliar Areas		
☐Adequate	☐Verbal	☐Adequate	☐Verbal	☐
☐Inadequate	☐Functional	☐Inadequate	☐Functional	☐

BASIC OUTDOOR PROFICIENCY (Check One)

Familiar Areas		Unfam
☐Adequate	☐Verbal	☐Adequate
☐Inadequate	☐Functional	☐Inadequate

COMMENTS

PART A. ☐Not Applicable ☐Applicable

This Section is designed to elicit specific information about the person's mobility back

(The questions in Part A range from elementary to more complex to accommodate the

GEOMETRIC SHAPES

Square	Circle	Oval	Rectang
☐Adequate	☐Adequate	☐Adequate	☐Adequate
☐Inadequate	☐Inadequate	☐Inadequate	☐Inadequate

SPATIAL TERMINOLOGY

Parallel	Perpendicular	RT Angle	Side o
☐Adequate	☐Adequate	☐Adequate	☐Adequate
☐Inadequate	☐Inadequate	☐Inadequate	☐Inadequate

Back of	Top of	Bottom of	Edge
☐Adequate	☐Adequate	☐Adequate	☐Adequate
☐Inadequate	☐Inadequate	☐Inadequate	☐Inadequate

Intersect	Across fr
☐Adequate	☐Adequate
☐Inadequate	☐Inadequate

PART B. ☐Not Applicable ☐Applicable

1. How many sides or sidewalks are there to a street? ☐Correct ☐Incorrect
2. Explain how cars go in different directions on a street without running into each other? ☐Correct ☐Incorrect
3. How does traffic on a one-way street differ from that on a two-way street? ☐Correct ☐Incorrect
4. How many corners are formed by an intersection of a two-way street? ☐Correct ☐Incorrect
5. How many turns are made when walking around a square block? ☐Correct ☐Incorrect
   a. How many individual blocks *(distance)* would you have traveled? ☐Correct ☐Incorrect
   b. How many streets would you have crossed? ☐Correct ☐Incorrect
6. How many turns adjacent blocks at ☐Corr
   a. How many indivic traveled? ☐Corr
   b. How many streets ☐Corr
7. You are walking street. Will cars t same direction as ☐Corr
8. If a street runs in me now or if it is of that street? ☐Corr

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PART C. DIRECTIONAL/ORIENTATION CONCEPTS ☐Not Applicable ☐Applicable

1. If you are walking toward the sun at 9:00 in the morning, in which direction are you walking?
   ☐Correct ☐Incorrect
2. If you are walking away from the sun at 5:00 p.m., in which direction are you walking?
   ☐Correct ☐Incorrect
3. If you are facing south, where is east?
   ☐Correct ☐Incorrect
4. If you are facing north, where is west?
   ☐Correct ☐Incorrect

III. FAMILIARITY WITH PHOENIX, TUCSON, FLAGSTAFF, ETC.

(Questions in this Section will depend on the instructor's location.)

IV. LOW VISION ASSESSMENT ☐Not Applicable ☐Applicable

This Section is to be completed for Partially Sighted Individuals.

CLIENT NAME | COUNSELOR NAME

PART A. INDOOR EVALUATION

1. CLIENT ABILITY TO USE NEAR AND DISTANCE VISION

2. AFFECT OF LIGHTING ON INDOOR MOBILITY

3. ABILITY OF CLIENT TO MOVE ABOUT A ROOM SAFELY

4. FLUCTUATIONS IN CLIENT VISION

5. RECOGNITION OF LARGE OBJECTS

6. RECOGNITION OF SMALL OBJECTS

7. ABILITY TO PERCEIVE COLOR

PART B. OUTDOOR EVALUATION ☐Day ☐Night

1. CLIENT ABILITY TO USE DISTANCE VISION AND NEAR VISION

2. AFFECT OF LIGHTING ON OUTDOOR TRAVEL

3. ABILITY TO SEE COLORS OUTDOORS

4. GENERAL ORIENTATION CAPABILITY

5. ABILITY TO MOVE IN SHADOWY OR DARK AREAS

6. ABILITY TO PERCEIVE MOVEMENT OR MOTION

7. UNDERSTANDING AND USE OF TRAFFIC PATTERNS

8. ABILITY TO MOVE IN CROWDED AREAS

9. ABILITY TO SEE AND NEGOTIATE:
   A. TRAFFIC SIGNALS

   B. WALK SIGNS

   C. CROSSWALK LINES

   D. STREET SIGNS

   E. STAIRS

   F. GRASSLINES

   G. STOP SIGNS

   H. HOUSE NUMBERS

OBSERVATIONS

U S WEST COMMUNICATIONS

Form 2

Application for Exemption from Directory Assistance/Local Operator Assistance Charges

(Directory Assistance includes associated Local Operator Assistance Charges)

Name of Disabled Person Applying for Exemption (Print) Last First Middle Initial	**To Be Completed If the Telephone Number To Be Exempted Is In the Name of Someone Other Than Applicant**
Address	I hereby certify that the applicant is a full-time resident member of my household. In the event that the applicant named herein ceases to reside full time in my household or if the disability described herein ceases to exist, I will promptly advise U S WEST Communications of this change.
City / State / Zip Code	
Area Code/Telephone Number	Signature of Person to Whom Service is Billed
*Area Code/Telephone Number	Telephone Number

Note: Exemption will be effective with the first billing date following the processing of this application.

To Be Completed by the Certifying Authority

Qualified Certifying Authorities include:

- Licensed Doctor/Nurse
- Ophthalmologists **
- Optometrists **
- Therapists
- Public Welfare Agencies
- Institutions
- Professional Hospital Staff Member
- Librarian**
- Any person whose competence in this area is acceptable to the U.S. Congress Librarian.**

I certify that the above individual has a disability which prevents:

☐ Use of the Telephone Directory (Customer qualifies for Directory Assistance charge exemption)

☐ Manually Completing Telephone Calls (Customer qualifies for Local Operator Assistance charge exemption)

The above individual is/has a:

☐ Legally Blind*

☐ Visual Disability*

☐ Physical Disability* (Describe below)

☐ Other:_____(Describe be

* See reverse for Legal definitions of these terms.

Description:_____

Signature	Title or Agency	Date

* Each line to be exempted must be identified.
** Directory Assistance Exemption

The status of this application will be checked periodically by the Telephone Company.

For Company Use Only	Order Number	DD
	Issued By 87	

Legal Definitions of Visual and Physical Disabilities*

1. "Legally Blind"—those whose visual acuity is 20/200 or less in the better eye with correcting glasses, or whose widest diameter of visual field subtends an angular distance no greater than 20 degrees.

2. "Visually Disabled"—those whose visual disability, with correction and regardless of optical measurement with respect to "legal blindness" are certified as unable to read normal printed material, such as the identity of telephone book size characters.

3. "Physically Disabl
certified by competen
read or use ordinary
as the identity of tel
acters, as a result
such as loss of hanc
hands: constant seve
paralysis; uncorrecta
vision: incapacitating
iron lung; severely
such as found in
disease, cancer and t

*Adapted from 36 C.F.R. 701.10(b) (1), (2), and (3) (1974)

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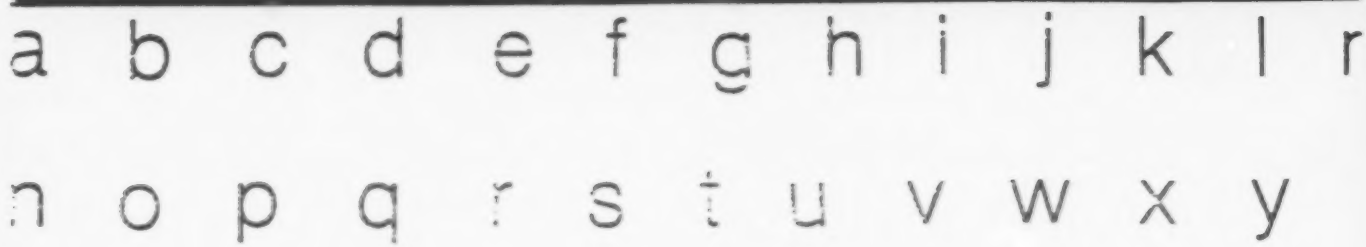
Braille Alphabet and Numerals



Capital Sign Number Sign Period Comma

The six dots of braille cell are arranged and numbered:

The capital sign, dot 6,
placed before a letter makes a capital letter.

The number sign, dots 3, 4, 5, 6,
placed before a character, makes a number:
a preceded by the number sign is 1, b is 2, etc.

National Library Service
for the Blind and Physically Handicapped
Library of Congress
Washington, D.C. 20542

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CATALOGS

Independent Living Aids
1500 New Horizons Blvd.
Amityville, NY. 11701 800 E.

American Foundation for the Blind
Customer Service Division
15 West 16th Street
New York, NY 10011
(212) 620-2000
800-232-5463

Science Products
Box A
Southeastern, PA. 19399
800-888-7400

Center For ther Blind
9541 N. 99th Ave.
Peoria, Az. 85045
273-7411 or Sun City 972-9382

Vis-Aids, Inc.
102-09 Jamica Avenue
Richmond Hill, NY. 11418
718 847-4734

Aids Unlimited, Inc.
1101 N. Calvert St.
Suite 405
Baltimore, MD. 21202
301 659-0232

Maxi Aids
42 Executive Blvd
Farmingdale, NY. 11735
800 522-6294

Talking Books Program
Library
1030 N. 32nd. St.
Phoenix, Az. 85008
255-5578

The Arizona Helpline
Medical Eye Care Information
800 222-3937

National Eye Care Project
P.O. Box 6988
San Francisco, Ca. 94101-6988

Gary LeBlanc and Associates, Inc.
Blindness and Low Vision Products
316 W. Montecito Ave.
Phoenix, Az. 85013
222-9369 or 800 227-8418

The Magnification Center
Bossart Specialties, Inc.
3620 E. Thomas Rd. D-124
Phooenix, Az. 85016
800 776-5885 or 956-6637

AGENCIES SERVING THE BLIND

Prentice Eye Institute
St. Lukes Hospital
1800 E. Van Buren
Phoenix, Az. 85006
251-8538

Boswell Eye Institute
10541 W. Thunderbird
Sun City, Az. 85351
933-3402

D.E.S. State Services for the Blind
and Visually Impaired
4620 N. 16th St.
Phoenix, Az. 85016
800 255-1850 or 255-1850

OR

D.E.S. Tucson Office
10 E. Broadway Suite 400
Tucson, Az. 85701

OR

D.E.S. Flagstaff Office
121 E. Birch Suite 507
Flagstaff, Az. 86001
779-4511

Center for the Blind
3100 E. Roosevelt
Phoenix, Az. 85008
273-7411

Foundation for Blind Children
1201 N. 85th Place
Scottsdale, Az. 85257
947-3744

St. Joseph's Hospital
Regional Eye Center
350 N. Wilmont Td.
P.O.Box 12069
Tucson, Az. 85732
721-3862

Tucson Association for the Blind
3767 E. Grant
Tucson, Az. 85716
795-1331

Yavapi Center for the Blind
440 N. Washington
Prescott, Az. 86301
778-0055